



# **Powerful Strategies For Effective Teaching In Your World Language Classroom**

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## ASSESSMENT OF STUDENT STRENGTHS

[illegible]

# GET TO KNOW YOUR STUDENTS

## “I” Poem Nametag

To create your nametag poem do the following:

1. Write I in the target language
2. Write two adjectives that describe your personality (be careful of endings)
3. Write three words or phrases that describe your physical appearance
4. Write three verbs that describe things you do well or like to do (use I form)
5. Write I want to be a (desired profession)
6. Write remember my name in the target language
7. Write your name
8. Around your poem include three pictures of things that you are and label them. For example, I am an athlete (with a picture of an athlete), I am a student etc.

### Grading Criteria:

- \_\_\_\_\_ Following directions (5)
- \_\_\_\_\_ Grammatically correct (10)
- \_\_\_\_\_ Neatness and Creativity (5)
- \_\_\_\_\_ Presentation (5)
- \_\_\_\_\_ Total (25)

## Student Information Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_  
Telephone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

1. The school subjects I like best are \_\_\_\_\_
2. Three words or phrases that describe me are \_\_\_\_\_  
\_\_\_\_\_
3. Two of my strengths are \_\_\_\_\_
4. What I like to do outside of school is \_\_\_\_\_
5. One success I am proud of is \_\_\_\_\_
6. My biggest pet peeve is \_\_\_\_\_
7. Something that is important to me is \_\_\_\_\_
8. My parents' occupations are \_\_\_\_\_
9. I would like to be (career choice) \_\_\_\_\_
10. Something I would like you to know about me is \_\_\_\_\_  
\_\_\_\_\_

## High School “Show and Tell”

This is an excellent communicative activity for the beginning of the year. It works very well in second, third, and even fourth year classes. Students bring things to share with the class. They talk for a set amount of time such as two or three minutes or a designated number of sentences. To aid class comprehension, students may write on the board any new words. Other students are held accountable by being required to take notes or a quiz that is given at the end of the presentations. I do this activity once a week for five weeks. Students learn about each other as well as learning some practical language as they practice speaking. I also learn a great deal about my students which makes it much easier to develop relationships with them.

1. What’s in a bag? Students bring five objects that represent them.
2. Family presentation – Students bring a picture of their family or a made up family and tell about them (may use ser and estar).
3. Adjectives – Students draw pictures of different emotions and then describe when they feel these emotions.
4. Can you guess? Students give clues, and their classmates guess what object they have in their sack.
5. My favorite place – Students bring a picture of their favorite place and describe where it is and why it is their favorite.

## News

At the beginning of the hour, I give students the opportunity to share with the class any news. This news may be about the student, the school, the state, the United States, or the world. They cannot share gossip or anything that is negative about another student. For a six week period, I grade as follows:

- A – share 10 times
- B – share 8 times
- C – share 6 times
- D – share 4 times

This is a fun activity that encourages communication.



## Two-Minute Presentation

1. Students decide on a topic of interest they would like to present to the class. The topic must be approved by the teacher.
2. Students then research the topic using books, magazines, interviews, or the internet.
3. Students prepare for the presentation by using notecards or a poster. Students may dress for the presentation or use any audio visual materials to aid their presentations.
4. Students need to begin the presentation with an attention getter and end with a clincher statement. They also need to involve the class in some way.

The presentation will be assessed as follows:

- **Preparation** - Were you ready? Was the length of your presentation two minutes?
- **Information** - Was the topic well researched? Were the students able to understand the target language?
- **Visuals** - Did visuals help the audience to better understand the information?
- **Affect** - Did the presenter make eye contact and speak loudly enough for everyone to hear?
- **Creativity** - Did the presenter find a way to get the audiences' attention and keep it through creative means? Was the class involved?

### Preparation

- Ready 5
- Two Minutes 5

### Information

- Well researched 5
- Understandable 10

### Visuals

- Aid understanding 5

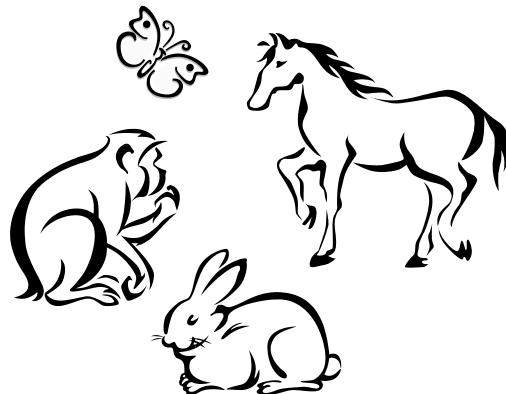
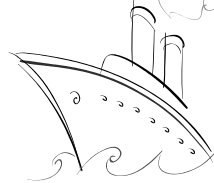
### Affect

- Eye contact 5
- Volume and Articulation 5

### Creativity

- Attention Getter 5
- Class Involvement 5

Total Points: 50



**”It’s not who you are that holds you back but who you think you are that holds you back.”**

## **Classroom Traditions**

- Fifteen minutes a night
  - encourage students to make flashcards and study these flashcards for 15 minutes each night.



- Music
  - play to initiate certain activities such as beginning class
  - play Baroque music during tests
  - play music during group work



- Peppermints for tests
- “Homefun” Quantum Teaching



- Brain breaks – every 15 minutes
  - share with a partner
  - stand and share
  - change activity
  - show an example
  - use visuals
  - tell a story or anecdote
- Visual Thinking

# DEVELOPING RELATIONSHIPS

## Sentence Completion

Having students complete sentences is a way to learn more about them and a way to develop a sense of community. It can be used as an opening or closing activity. It can also be used for writing activities, or this concept can be used to introduce or summarize a unit.

Right now I feel –  
My bluest days are –  
After school I like to –  
I wish –  
I need –  
I know how to –  
An important thing is –  
The best thing about school is –  
I am happy when –  
I am important because –  
I like to –

## Getting to Know You

Name: \_\_\_\_\_  
Things I like: \_\_\_\_\_  
Places I've been: \_\_\_\_\_  
Things I do well: \_\_\_\_\_  
Things that bother me: \_\_\_\_\_  
Things I would like to do: \_\_\_\_\_

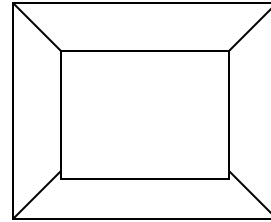
## Study Buddies

You will have a study buddy for a six-week period. The purpose of the study buddy is as follows:

- To write notes and the assignment when your study buddy is absent.
- Work with your study buddy on some paired activities in class.
- Help study for tests.
- Encourage your study buddy.

## Four of a Kind

This activity is designed to discover likenesses and differences among classmates. Divide students into groups of four. Each student needs a marker of a different color, and a large piece of newspaper. One member of the group will draw the following diagram in front of him/her. Students need to discuss and find four things they all like or all dislike. These things need to be written in the center square. Then each student needs to find four things about himself/herself that is different from the other members of the group. These need to be written in his/her section of the diagram. At the completion of this activity, each group may present its findings.



## Make New Friends

Interview in the target language at least five different people (preferably that they do not already know) and list three things they did not know about the person. A specified time may be allowed for each interview. When the students are finished, each student is asked to introduce another student.

## Country Partner

Students will be given a map of the target countries. They will then find classmates to sign their names in each country. For partner activities, the teacher will choose one of the countries. The students whose names are in that particular country will be partners for that activity.





## Find Someone Who

Write your name in the center square, then find 24 other people (German, Spanish or French) to initial the other squares. Turn in completed sheet to a teacher for a prize!

Hat einen Freund. ...eine Freundin.  Avoir un ami. ...une amie.  Tiene un novio o novia.	Spielt Klavier.  Jouer du piano.  Toca el piano.	Trägt Brille  Porter des lunettes.  Lleva anteojos.	Hat Geburtstag in Frühling.  Avoir un anniversaire au printemps.  Tiene un cumpleaños en la primavera.	Eine Schülerin von _____  Une élève de _____  Es una estudiante de _____
Spielt Basketball  Jouer au basket.  Juega al basquetbol.	Ein Schüler von _____  Un élève de _____  Es un estudiante de _____	Trägt eine Armbanduhr.  Porter une montre.  Tiene un reloj.	Hat langes Haar.  Avoir Les Cheveux longs.  Tiene el pelo largo.	Hat die Schau "90210" gern.  Aimer l'émission "90210."  Le gusta el show de "90210."
Hat einen Hund.  Avoir un chien.  Tiene un perro.	Hat blaue Augen.  Avoir le yeux bleus.  Tiene los ojos azules.	Name  Ton nom  Nombre	Hat einen jüngeren Bruder.  Avoir un jeune frère.  Tiene un hermano menor.	Spielt Tennis.  Jouer au tennis.  Juega al tennis.
Trägt Ohrringe.  Porter des boucles d'oreilles.  Lleva arêtes.	Ist Senior.  Être Senior.  Es un(a) Senior	Arbeitet im Sommer.  Travailler en été.  Trabaja en el verano.	Trägt etwas Blaues.  Porter quelquechose bleu.  Lleva algo azul.	Ist kurz.  Être petit(e).  Es bajo(a).
Hat braune Augen.  Avoir les yeux bruns.  Tiene ojos cafés.	Trägt eine Halskette.  Porter un collier.  Lleva un collar.	Mag Tanzen.  Aimer danser.  Le gusta bailar.	Hat kurzes Haar.  Avoir les cheveux courts.  Tiene el pelo corto.	Ist blonde.  Être blonde.  Es rubio(a).

## Six By Six

	1	2	3	4	5	6
1	What did you do on Friday night?	What did you do for your birthday?	What is your favorite restaurant?	What movie did you see recently?	Tell me about a funny dream you had.	What kind of job would you like for the summer?
2	What is happening in the news?	What is your favorite place in Scottsbluff?	Tell me about a family member you like.	Where do you like to shop for clothes?	What languages would you like to learn?	What is your favorite day of the week?
3	Where would you like to live someday?	What do you do to help around the house?	What holiday is your favorite?	Tell me about a book you have read.	How long have you lived in Scottsbluff?	What is your favorite food?
4	Tell me about a party you attended.	Tell me about a time you got lost.	Are you artistic?	What do you like to cook?	How many hours of sleep do you get a night?	Who would you like to hear in concert?
5	What is your idea of a perfect weekend?	Where would you like to go on vacation?	Describe what the weather is like in Scottsbluff during the year.	What characteristics are important in a friend?	Tell me about a class you really enjoyed.	What sports do you like to watch?
6	What do you do to relax?	Why do some people refuse to have a computer at home?	Tell me about a person you admire.	Explain how your family celebrates birthdays.	What do you do to stay in shape?	What do you plan to do after high school?

## **Brain Research Says---**

1. Relieve Stress
2. Play music.
3. Use color
4. Take brain breaks
5. Include movement
6. Drink water
7. “I can” is 100 times more important than IQ
8. Effort + Hard Work = Success
9. Web mapping
10. Flashcards

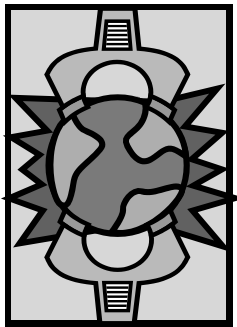


## **Desk Stress Relievers**

1. Shoulder Raises
2. Shoulder Rolls
3. Picking Lemons

## **Hang Signs**

1. Signs of affirmation – ear level
2. Signs to help remember content – toward the ceiling



# STUDENT RETENTION RATE

## **LECTURE - 5%**

- Lecture over the basic concepts of vocabulary, currency, bartering, customs etc.

## **READING - 10%**

- Research a chosen country to collect data concerning geographical, political, historical, and socioeconomic factors impacting trade.

## **AUDIO-VISUAL - 20%**

- View slides of authentic marketplace.
- Manipulate authentic realia such as currency.

## **DEMONSTRATION - 30%**

- Model customs, oral exchanges, and pronunciation of needed vocabulary.
- Review numbers.

## **GROUP DISCUSSION - 50%**

- Discuss types of products, crafts, economic factors, exchange rates, and customs.

## **PRACTICE BY DOING - 75%**

- Create poster of country and products to sell.
- Practice dialogs, vocabulary, currency, and exchange activities.

## **USE OF LEARNING - 90%**

- Global Marketplace Simulation.

## **Global Marketplace**

The Global marketplace is a simulation of trading on the world market. Groups of students select a country and collect data concerning geographical, political, historical, and socioeconomic factors impacting trade. Based on the information collected, students select a product indicative of the country's resources. They work collectively to market their product. The simulation consists of buying and selling at an exhibit where they display their posters and products.

- |                |   |
|----------------|---|
| <b>Step 1:</b> | Students research a chosen country.   |
| <b>Step 2:</b> | Students make a poster including name of the country, map, language, unit of currency, and major products.  |
| <b>Step 3:</b> | Students prepare a simulated product for sale.<br>Examples: toothpicks for lumber, coffee beans for coffee<br>beef jerky for beef, toy fish for fish, native crafts |
| <b>Step 4:</b> | Country representatives buy and sell global products during the marketplace simulation.   |

## **Cross curricular Integration**

1. **Math** – incorporate currency exchange.
2. **Art** – product production, posters.
3. **Social Studies** – geography, map making, customs, impact of political and historical factors.
4. **Business** – marketing principles.
5. **Science** – study environmental impact of product production.

## ACTIVITIES FOR THE VISUAL LEARNERS

### Graphic Organizers – [www.inspiration.com](http://www.inspiration.com)

Graphic organizers are helpful tools for students to “see” relationships and connections.

Consider the following questions:

- How might I use an organizer to make a grammatical concept more clearly understood?
- How might I use an organizer to aid learning vocabulary?
- How might I use an organizer to present cultural information?
- How might I use an organizer in literature?

### Tell You Partner

Students are in pairs, one facing the teacher and the other with his/her back to the teacher. The teacher shows a drawing or picture to the student facing the teacher. The student describes what he/she sees while the partner draws what is described.

### Visual Link

Make a deliberate link between the word in the target language and the English word that sounds or looks similar and then visualize the picture suggested.

Spanish example:

- Beach is playa - imagine you play a game on the beach.
- Door is puerta - imagine a porter opening a door for you

### Word Walls

Cover the wall with words from the unit. Include illustrations to represent the words.

## ACTIVITIES FOR THE AUDITORY LEARNER

### Hot Seat

Divide the students into teams. Have all students face forward. Place an empty chair (the hot seat) for each team at the front of the room facing their teammates. One member from each team comes to the front of the room to sit in the “hot seat” with his/her back facing the board. Write the word on the board. Teammates describe the word using definitions, synonyms etc. to their teammate in the “hot seat”. The student in the “hot seat” listens and tries to guess the word. The first “hot seat” student to say the word wins a point for his/her team. Students are then rotated.

### Origami

In the target language have the students create a simple object.

### TPR Storytelling

Tell the students a silly story, the more bizarre the better. Be sure to have pictures and include gestures and actions. Repeat this story several times. Later, students can tell this story to a partner and eventually their parents. This method provides comprehensible input which leads to greater proficiency.

Adapted from unknown sources

## **ACTIVITIES FOR THE KINESTHETIC LEARNER**

### **Hold Up The Correct Answer**

Each student receives two pieces of colored paper. On one paper, instruct the student to write the word “el” and on the other paper to write the word “la”. As you say a noun, the student will hold up either “el” or “la” depending on whether the noun is masculine or feminine. In Spanish, this activity can be used with “ser/estar”, “para/por”, “preterit/imperfect”, “indicative/subjunctive”. This activity can be adapted to other languages.

### **Crazy Sentences**

In groups of four, students will write crazy sentences. Give each student a perfect square. Have the student fold the square into four smaller squares which are then labeled “a”, “b”, “c”, “d”. In square “a” instruct the student to write a subject plus a verb in any tense the teacher chooses in the upper corner. Then have the student fold over the corner and pass the paper to the person on his/her right. The next person will write a place on section “b”, fold over the corner and pass the paper to the right. This student will write a mode of transportation on “c”, fold over the corner and pass the paper to the last student in the group. The final person will write a reason for going somewhere on “d”. When the student gets their original paper, he/she reads the sentence to the rest of the group. Then the students in the group vote on the craziest sentence and share it with the rest of the class.

### **The Wave**

The teacher divides the class into teams of seven students each. The first student says and simultaneously acts out a simple sentence in the language. The next student moves in front of the first student and repeats, with actions, the first sentence, and then adds another. The third student repeats, with actions, the previous sentences and adds a new one etc. The entire team repeats all the sentences using the “we” form of the verb. Any team which completes the entire “wave” without errors, wins. Teams will not be given credit for copying exact sentences from previous teams, not may students write sentences.

### **Emotion Cards**

Students are given cards with emotions written in the target language on them. Students go around and act out the emotion of the card. Other students try to guess the emotion that is being acted out.

### **Funny Bones**

- Form two concentric circles (one inside of the other)
- The inside circle faces out and the outside circle faces in.
- The inside circle turns clockwise; the outside turns counterclockwise to the music.
- When the music stops, face one person in the opposite circle. We will state the body parts you need to touch. The first body part is for the inside circle and the second body part is for the outside circle (the body parts are in the target language)
- When the music starts up again, repeat the process.

## **Logical Mathematical**

### **Treasure Hunt**

In groups, students write clues to reach a treasure that they have already hidden. Each group then follows the clues to find the treasure hidden by another group

## **Interpersonal**

### **Graffiti Party**

Each student is instructed to bring an old white t-shirt to class. Students place their shirts on their desks with a piece of old poster board or newspaper between the fabric of the front and back sides of the shirt. Using permanent markers, students sign and write messages in the target language on each other's shirts.

## **Musical Rhythmic**

### **Songs, Songs, Songs**

Use traditional or popular songs at the beginning of class to help students learn vocabulary and culture.

## **Bodily-Kinesthetic**

### **Living Numbers**

The class is divided into two teams. Each student on each team will receive a card with a number from 0 to 9. The teacher says a number in the target language, and both teams try to form the number first. For example, for the number 534, students with the cards 5, 3, 4 would rush to the front of the room. The team with the number formed first receives a point.

## **Verbal-Linguistic**

### **Skit-in-a-Bag**

Students are divided into groups of three or four. Each group is given a bag filled with a variety of objects. The students are given 15 minutes to prepare a skit in the target language using all of the objects. Groups then take turns performing their skits.

## **Visual-Spatial**

### **Modern Michael Angelo**

Students are divided into groups of four to six students. One member visits the materials center ("stuff" box) and chooses items with which to create the group sculpture. Students work together to create their work of art. Students then name their piece and write a brief explanation in the target language. The sculptures are then displayed.

## **Intrapersonal**

### **Multicultural Quilt**

Students create a class multicultural quilt to create a sense of pride in one's own culture. Teachers give students a piece of 6 x 6 colored cotton material (a variety of colors is preferable). Teachers instruct students to depict their culture by drawing, sewing, painting, etc. on the quilt square. Teachers should encourage students to use their creativity. Teachers may then sew the quilt squares together, or for the less talented teachers, super glue on a white sheet works very well. Students may explain their quilt squares to the class.

# CRITICAL THINKING ACTIVITIES

## Venn Diagram Verb Activity

A student will work with a partner using a Venn Diagram. One of the ovals is labeled I, the other oval is labeled with your partner's name, and the intersecting area is labeled we. From a list of verbs, write the things that you do alone, conjugating the verb correctly. Comparing with a partner, write the things only your partner does, and then the things you both do, conjugating the verbs in the third person singular and the first person plural.

## Forced Choice Metaphors

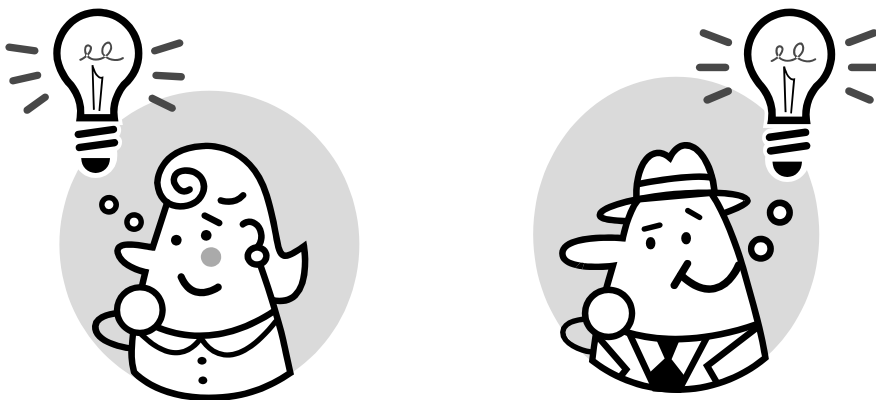
1. The musical instrument that describes my manner of working is  
piano – tuba – flute – drum
2. The animal that describes me when I am in a group is  
lion – deer – fox – dove
3. The thing that describes my personality is  
fire – rain – mountain – river

## Compare and Contrast

Compare and contrast the similarities and differences between an aspect of the target culture and the student's culture.

## Categories

Divide the students into pairs. Each pair of students writes sixteen vocabulary words from units they have studied. They mix up the vocabulary words and leave them on the desk. When the teacher gives a signal, the pair moves to the next desk and then has the task of putting the cards written by his classmates into categories. This activity continues until the teacher wishes to stop or when all of the words on all of the desks have been categorized. The teacher may then discuss the various ways the students categorized the words.





# CREATIVE THINKING ACTIVITIES

## Fluency

Students brainstorm as an entire class or as teams.

- things that are green
- things that sparkle
- things that are soft
- things that come in pairs

## Flexibility

Give the students a common object and let them come up with alternative uses for that object. For example, a paper plate could also be a boomerang, a hat, a mask, a raft etc.

## Originality

From a box of “stuff” students create an unusual item to offer for sale. They then create a convincing sales pitch.

## Elaboration

Write a very simple paragraph using the vocabulary and grammatical structures being studied at the moment. The students in pairs or groups of three add details to the paragraph. The more they can elaborate, the better their grade is.

## Risk Taking

Give the students several riddles and let them guess the answers. Students can then write their own riddles. The following is an example of a riddles. For example: He is very nice; He is famous with children; The name of his dog is the name of a planet; He is a mouse. (Mickey Mouse)

## Imagination

Using play-dough, each student will create a creature. The student then writes a story about where the creature came from and what it is doing on earth or a rap describing the creature.

## Complexity

Give the students a problem situation in which they need to use circumlocution to get their meaning across.

## Curiosity

Have the students write questions in the target language about things they would like to know. You could then let them do some research to find answers to their questions and share the information with the class.

# PRINCIPLES OF DIFFERENTIATION

1. Learning experiences are based upon the needs of the individual students.
2. Flexible grouping is used in the classroom. These include pairs, triads, quads, and whole class. The groups might be student-selected, teacher-selected, or random.
3. Teacher and students work together to create optimal learning.
4. All students participate in “respectful” work.
5. A variety of content, activities, and products are developed to meet the needs of the varied learners.
6. Teaching and learning focus on concepts, understandings, and skills.
7. A variety of assessments are utilized.

## MODIFY

### Content

- Learning based on student readiness and interest
- Content and activities based on learner needs
- Focus on key concepts and skills
- Purposeful work for all students
- Variety

### Product

- Product based on needs of students
- Realistic and varied assessments

### Process

- Teachers and students work together
- Flexible grouping
- Variety of teaching strategies which include centers, contracts, independent study, study buddies etc.

### Learning Environment

- Student centered
- Open
- Accepting

Adapted from.....

# **GROUP STRATEGIES FOR DIFFERENTIATION**

1. Determine the type of group based upon purpose.
2. Teaches social skills.
3. Allows for more individual practice of the target language.
4. Provides variety in teaching.

## **Jigsaw**

This is an excellent way for students to read information and share with each other what they learn. The teacher divides the information to be read into three, four or five parts. The class is divided into study teams of three, four, five students depending upon how many parts the reading is divided into. Each person is assigned a part of the reading. After the student reads that part and determines what he/she considers important, all students who have read that same part join together to discuss the important aspects. Each student then returns to his/her study group and shares the important points from his/her reading.

## **Talking Tokens**

Students are each given two or three tokens that they must use during the class period. I propose a topic for discussion. It can be as simple as family or as difficult as environmental issues. Every time a student shares, he/she must give up a token. After all tokens are gone, the student can no longer talk. To receive full participation points, the student must get rid of all his/her tokens.

## **Numbered Heads Together**

This small group activity is excellent for review of verb conjugation. Organize the class into groups of five and give each student a number of one to five. The teacher gives the class a verb to conjugate. The students get their heads together to make sure each student knows the conjugation of the verb. The teacher then randomly calls a number, and students with that number stand up. Then each student must give a form of conjugation of that verb.

## **Inside-Outside Circle**

This activity is a great way to review vocabulary. The teacher forms the class into concentric circles: an inside circle facing outward and an outside circle facing inward with each student having a partner. Each student has an index card with a vocabulary word to be reviewed written on it. After 15 seconds, the teacher calls change, and the outer circle moves one person to the right and shares their vocabulary words. This process continues until students have their original partners.

## **Review Walk**

Concepts that the teacher wishes to review are written on chart paper and posted around the room. In pairs, students walk around the room discussing the posters, trying to help each other understand the concepts. This works very well for rules pertaining to grammatical aspects of the language.

# QUESTIONING STRATEGIES

## *Goldilocks and the Three Bears*

Level I	What characters are in the story?
Level II	Why did Goldilocks get into trouble?
Level III	What do you think happened when Goldilocks got home?
Level IV	What are the main elements (character, setting, plot) of the story?
Level V	How would the story change if Goldilocks visited the three little pigs?
Level VI	Should Goldilocks be charged for breaking and entering?

## Questions

### Knowledge – Quantity

What are ways that you can list things in a house?

### Comprehension – Summary

How would you summarize the children's story "Brown Bear, Brown Bear, What Do You See?" <http://www.eric-carle.com/SPbooks.html>

### Application – Classify

How would you classify the adjectives?

### Analysis – Compare & Contrast

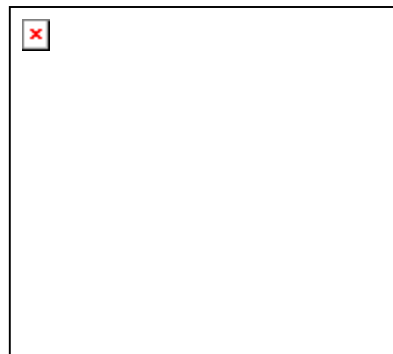
How is this picture of nature like and different from this picture of nature?

### Synthesis – Combine / Predict

How can you combine a window and a refrigerator?  
What would happen if clouds had strings?

### Evaluation – Appraise

How do you feel about saving the rainforest?



# DIFFERENTIATION STRATEGIES

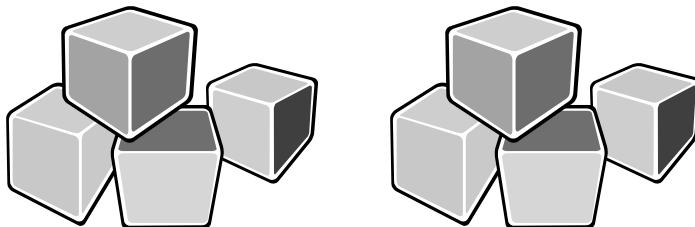
## GROUP ACTIVITY TASKS

Watch the video on the culture of target country.

- Group – Red  
Place facts from the video on the poster.
- Group – White  
Create a poster that uses information from the video to contrast United States cultural traits with the people of target culture.
- Group – Blue  
Using a poster predict the future of target culture keeping in mind the geographical and political factors including changing aspects of the world.

## CUBES Food

- **Compile** an illustrated guide to healthy eating.
- **Draw** the food pyramid.
- **Create** an individual health plan.
- Use a Venn diagram to **compare and contrast** junk food and healthy food.
- **Pretend** you are in a restaurant. Write a scene between costumers and a waiter. Perform the skit for the class.
- **Write** an infomercial about the importance of healthy eating.



## **TIC TAC TOE**

### **Any story**

<b>Create a song or poem About the story.</b>	<b>Draw a Storyboard.</b>	<b>Student choice with teacher approval</b>
<b>Write an alternative ending for the story.</b>	<b>Make a Venn diagram comparing and contrasting two elements in the story.</b>	<b>Illustrate the relationship between major characters in the story.</b>
<b>Create a travel brochure for where the story takes place.</b>	<b>Role play a conversation between two characters in the story.</b>	<b>Write journal entries for one week from the perspective of any character in the story.</b>

## **STORY MAP**

Write notes completing each section:

The story setting:  
When does it occur?  
Where does it occur?

The major characters include:

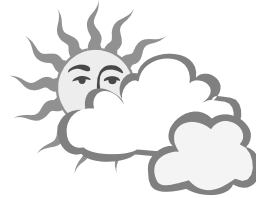
The problem:

Major events:

The solution:

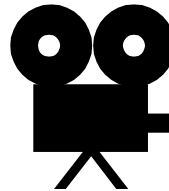
# TIERED LESSONS

1. Allows students to work with peers of same ability.
2. Engages all levels
3. Provides appropriate tasks for every student
4. Encourages individual responsibility



## Weather

- Group - Red  
Create a brochure depicting the weather in your area.
- Group - White  
Compare and contrast the weather found in various target language countries.
- Group – Blue  
Predict the effect of global warming on the culture in a target language country of your choice.



## Video

Watch the video on the culture of target country.

- Group – Red  
Place facts from the video on the poster.
- Group – White  
Create a poster that uses information from the video to contrast United States cultural traits with the people of target culture.
- Group – Blue  
Using a poster predict the future of target culture keeping in mind the geographical and political factors including changing aspects of the world.

# QUALITY ASSESSMENTS



Outcome/Target – desired skill  
Strategy/Task – activity  
Criteria – essential qualities  
Standards – level of mastery

## World Language Goals

Goal One: Communication  
Goal Two: Culture  
Goal Three: Connections  
Goal Four: Comparisons  
Goal Five: Community

## Assessment Strategies

Performance	Paper & Pencil	Observation Perceptions	Personal Communication
Video / Audio Tapes	End of Unit Tests	Classroom Interactions	Learning Logs
Drawing/Poster	Standardized Tests	Student Participation	Individual Conferences
Dialogs	Teacher Made Tests		Small Group Discussions
Presentation	Learning Logs		
Written Report	Quizes		
Role Play			

## Types of Assessment

Pre-assessment

Pre-test, Four Corners, KWL

Assessments during learning

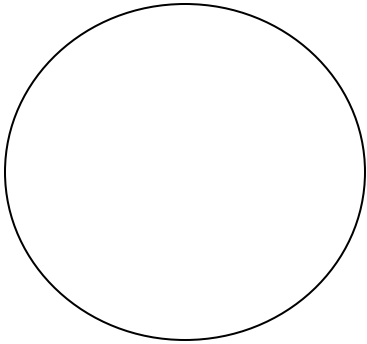
Thumbs up, Fist of Four, Oral Activities, Whiteboards, Written Activities, Worksheets

Post Assessments

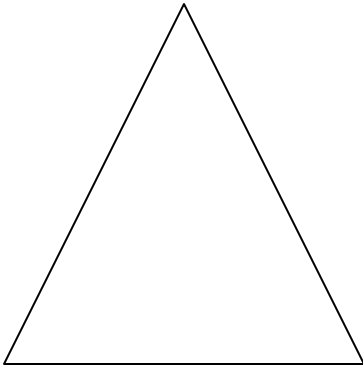
Rubric, Individual Observation Checklist, KWL, Portfolios, Reflections



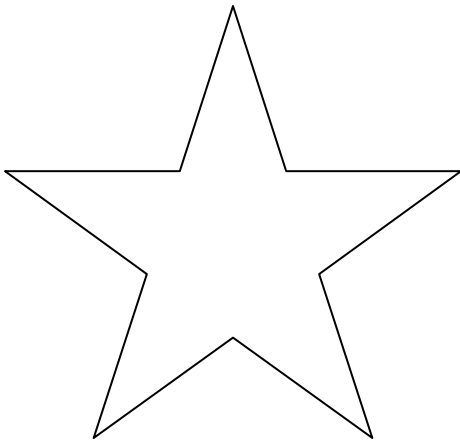
## REFLECTION



On the circle to the left, write any question that you still may have going around in your head.



On the triangle to the left, write three points you want to remember.



On the star to the left, write a star idea you want to remember.

# RUBRICS

[rubrics4teachers.com](http://rubrics4teachers.com)

## Oral Presentation:

Criteria	Exceeds Expectations	Excellent	Good	In Progress
Flow	Very smooth	Smooth	Varies	Word by word
Pronunciation	Easily Understood	Understood	Difficult to understand	Not understandable
Vocabulary	Very good use of target Vocabulary	Good use of target vocabulary	Some use of target vocabulary	Poor use of target vocabulary
Language Grammar	Uses correct structure and verb tenses	Good sentence structure. Few errors in grammar	Limited errors in grammar	Several errors in grammar. Incorrect use of required verb tense.
Performance	Very creative. Good body language.	Good ideas. Some creativity & body language	Limited creativity. Few signs of body language.	Very poor presentation.

## Written Material – General:

	Exceeds Expectations	Very good	Satisfactory	Poor
Grammar	Perfect	Uses well what is being studied	Some errors with what is being studied	Doesn't seem to understand what is being studied
Vocabulary	Creative use of vocabulary	Vocabulary at present level of study	Some use of current vocabulary; key words missing	Minimal use of targeted vocabulary at present level; words used incorrectly
Spelling	Perfect	Very few errors in spelling and accent marks	Some errors in spelling and accent marks	Many errors in spelling and accent marks
Content	Creative, original, real material used.	Some creativity and originality.	Simple descriptions, proper format.	Poor planning; incomplete.
Effort	More than required	Effort shown	Meets requirements.	Little effort shown

# GAMES

## Lingo

Follow the rules of Bingo only using words instead of numbers.

## The Wave

Divide the class into seven students per team. The first student says and acts out a simple sentence in the language. The next student moves in front of the first student and repeats, with action, the first sentence then adds another. The third student repeats, with actions, the previous sentences and adds a new one.

## Hot Potato Conversation

Divide into groups of four to five students. Give each group a ball. One person begins the conversation by making a comment or asking a question. He/she throws the ball to someone else who must carry on the conversation by making a related comment or asking a question. Continue to each player. You're out if you can't think of anything to add or a question.

## Numbers Vocabulary

Students are divided into groups of four. They are given a sheet with the words in English on one half and the words in the target language on the other half as shown below. They also have a pile of numbers corresponding to the number of vocabulary words. The paper is folded in half. One student draws from the top of the pile and gives the word in the target language for the word in English that corresponds to the number drawn. If he does this correctly, he keeps the number. If not, the number is returned to the bottom of the pile. The object of this game is to get the most numbers.

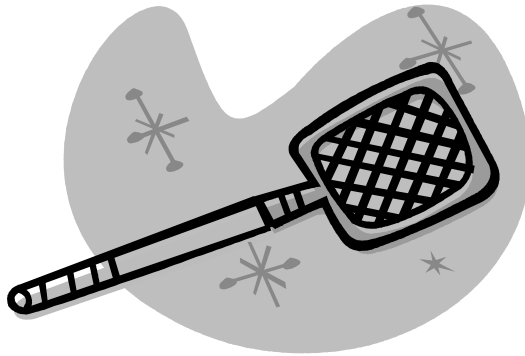
1. living room	1. sala
2. lamp	2. lampara
3. bed	3. cama
4. carpet	4. alfombra
5. chair	5. silla
6. couch	6. sofa
7. table	7. mesa
8. clock	8. reloj
9. window	9. ventana
10. door	10. puerta
11. floor	11. suelo
12. stove	12. estufa
13. counter	13. mostrador
14. vase	14. florero
15. curtains	15. cortinas

### **Family Feud**

Divide students into families of five. The “host” will read the first category. The first family who “rings in” can play or pass. If they play, continue through the family members in order. Each must say a word that falls into that category. After three misses, the other family may “steal” by giving one correct answer. The points are awarded to the family who gives the last correct answer, one point for each correct answer given in the category by the other family. The family with the greatest total after four categories wins and goes on to challenge other families. Family members cannot help each other with answers except when they are trying to steal. Limit ten correct answers in each category. The winning family continues to play against other challengers until defeated. The family who accumulates the largest number of victories wins.

### **Flyswatter Game**

Write all the vocabulary words from a unit on the board. Divide the class into two teams. Give the first member from each team a flyswatter (small ones are the best). The teams stand behind a mark on the floor. When you say the word in English, one member from each team tries to hit the corresponding word in the target language on the board. The first person to hit the word wins.



### **Tic-Tac-Toe**

Students play tic-tac-toe by filling in the correct form of the verb.

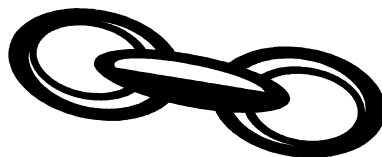
### **M&M Review**

Students select an M&M which determines the tense to be used and then makes up a sentence using vocabulary words from the unit.

### **Chain of Words**

Students make a chain by creating a word beginning with the letter of the last letter of the previous word. An example is number – reason – nice – easygoing.

Games adapted from unknown sources



## **NOTES**

